

Chelmsford YMCA Out Of School Clubs @ Galleywood

Galleywood Infant School, Barnard Road, CHELMSFORD, CM2 8RR

Inspection date	24/09/2013
Previous inspection date	24/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's communication and language skills are supported well due to staff's careful questioning and effective interactions.
- Children with special educational needs and/or disabilities are given high levels of consistent support through staff's knowledge, effective training and very good partnerships with parents and the school.
- Children have a very clear understanding of how to promote healthy lifestyles through a well-balanced provision of indoor and outdoor play.
- Staff demonstrate a good understanding of how to continually assess their performance and make changes that positively impact on children's experiences.

It is not yet outstanding because

- Sometimes staff do not fully recognise when younger children need further support to develop their confidence and finish their activities when older children become involved in their play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing children and staff in both indoor and outdoor environments.
- The inspector sampled documentation to promote children's safeguarding and welfare and learning and development.
- The inspector carried out a joint observation with the manager in the outdoor area.
- The inspector interacted with children and staff during the inspection.
- The inspector took into consideration parents' and other professionals' views and comments about the setting.

Inspector

Claire Parnell

Full Report

Information about the setting

Chelmsford YMCA Out Of School Clubs @ Galleywood was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the grounds of the Galleywood Infant School in Chelmsford, Essex and is managed by the YMCA. The setting serves the infant and junior schools and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds a level 2 qualification.

The out of school club opens Monday to Friday, term time only as a before and after school club, operating from 7.30am until 9am and 3pm until 6pm. Children attend for a variety of sessions. There are currently 13 children attending, who are in the early years age group. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide additional support and recognition for children with less confidence than others, to promote a strong base for their developing independence and confidence and allowing them to finish their play to their own satisfaction.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's development and learning is supported well across all seven areas of learning with an emphasis on the three prime areas of development. Staff have a secure knowledge of how children learn and encourage them to use their interests to extend their knowledge and skills. Children have access to a good range of resources that promotes their interests, which are easily accessible and challenging. Both indoor and outdoor play is encouraged through a well-balanced routine, promoting a rich experience of both environments. Staff demonstrate good skills at extending children's thinking and intrigue in their play by using effective questions and positive interactions. For example, children are intrigued by the contents of the messy tray. Staff ask them what it is, what it smells like and looks like. Children explore with their hands, extending their senses by listening to the noise the substance makes as they scrunch it up, realising that it is breakfast cereal.

Staff know children well and use their knowledge of their characters and personalities to engage and enthuse them in their play. Children's engagement is supported well by all the staff, most of the time. Staff interact positively with the children and allow them to lead their play, using questions and suggestions to extend their experiences. However, on occasions, children cannot always finish their play to their satisfaction. This is due to the enthusiasm from older children distracting staff from encouraging younger children's continual play. Children's language and communication skills are particularly promoted well throughout the sessions. Staff extend children's vocabulary by introducing new words and encouraging complex responses by using effective questions and statements. Children confidently hold conversations with each other as well as adults, learning to wait for responses and sharing conversations in a polite and effective way. Children take a keen interest in books and the written word. This is supported well by staff, who encourage children to listen to stories and actively be involved in story telling. Children demonstrate a developing understanding of print having a meaning by labelling their work and their 'all about me' books.

The setting's assessment and planning systems work well to promote and support children's ongoing learning. Children's starting points are gained by their key person through discussions with the children, information from parents and a close liaison with the school. The information is used to encourage children's participation in their favourite activities and to invite them to play with new resources and unknown experiences. Staff support settling children by providing them with activities identified through their starting points and use this to encourage further learning through effective engagement and interactions. For example, children are engrossed in playing with the farm, using all the animals and vehicles as part of this small world play. Staff carefully and subtly ask questions that they know children can answer, to extend their confidence to communicate with staff. Observations are made of children's progress and are linked to the areas and stages of learning. This is then used well to provide next steps for children's learning through flexible planning systems. All staff have an input into the planning and children are encouraged to make suggestions for themselves.

Children with special educational needs and/or disabilities are particularly supported well by staff. They work very closely with other professionals to ascertain children's particular needs, attend additional training and implement successful systems to enhance children's experiences. This has successfully resulted in a highly inclusive environment for play.

The contribution of the early years provision to the well-being of children

Both children and staff are positive role models for each other. Children demonstrate empathy and care for each other, helping each other and playing cooperatively. A successful key person system ensures children are making clear bonds with staff, even though they have only attended for a matter of weeks. Key persons also work closely with parents to ensure all children's needs are known and met. Staff encourage good manners and work well with each other. Younger children enjoy the company of the older children, interacting well and enjoying the experiences of older children's play. However, sometimes young children, who are settling, have their slowly developing confidence temporarily knocked. This is due to the older children sometimes taking over children's space and

play. The majority of children show ever growing confidence in their environment, relationships with others and their routines. They confidently ask for help and demonstrate a continuously developing sense of independence. Children select their snacks themselves, making sure they listen to instructions from staff to use a bowl and to sit down while eating. They pour their own drinks, accessing fresh drinking water throughout the session.

Children demonstrate a clear understanding of effective hygiene practices, by washing their hands before snacks and meals, after toileting and after messy play. Children have access to healthy choices of food throughout the session. At snack time, children help themselves to whole pieces of fruit and are encouraged by staff and older children to try new foods. At tea time, children are offered a hot meal that is nutritionally balanced. Children enjoy the social aspects of mealtimes, chatting openly with each other and helping each other with their plates and cups. Children's dietary requirements are promoted well. Staff have access to information about allergies and intolerances and use a coloured mat system to alert them to where children are sitting.

Children thoroughly enjoy outdoor play. They have access to the school field, fixed equipment and the school playground. Children use the space well, creating football games that include both genders and all ages. They access further equipment to promote physical skills, such as throwing balls, hitting them with bats and catching them. Children have good levels of support to gain the confidence to have a go on new equipment. For example, staff encourage new children to experiment on the trail equipment. They initially offer support by holding their hands, talking to them about how to use the equipment safely. Staff then encourage children to develop skills to balance themselves, moving successfully from one part of the course to another. Children are well supervised when using other parts of the school grounds, such as the pond and forest area, enriching their experiences of learning in the outdoor environment.

Children have access to a good range of experiences and resources that promotes their understanding of diversity and equality. They celebrate festivals from other cultures through art and design, as well as cooking. Children take part in celebrations and play with activities and equipment that helps them to celebrate people's differences.

The effectiveness of the leadership and management of the early years provision

Children are safeguarded well. Staff have a clear understanding of the robust procedures in place to protect children from harm and know what to do if they have concerns about a child in their care. Good recruitment procedures are in place with a well thought out induction programme for new staff. Policies and procedures are regularly updated and reviewed. Changes are made and implemented immediately. Checks on staff are carried out and staff do not have unsupervised access to children unless clearances are received.

All staff records are completed thoroughly and stored appropriately. Children's information is comprehensively recorded and used to provide a service for individual children and their families. Children's attendance is recorded accurately, as well as staff, to demonstrate that ratios are correctly adhered to for all ages attending. Accidents and medication

administration are recorded appropriately and information is shared with parents and the school to provide a consistent approach to children's well-being.

The premises and outdoor areas are carefully checked everyday to provide a safe and secure environment for children to play in. A rigorous risk assessment is completed and action is taken immediately if hazards are identified. Children learn about keeping themselves safe through effective staff supervision, deployment and interaction. Staff talk to children about using equipment safely, helping them to assess risks themselves.

The whole staff team show a high commitment to continuously improving the provision for children and their families. All staff have an input into the self-evaluation system, identifying changes to be made to improve children's experiences in the club. Staff attend regular training, either identified through appraisal and supervision systems or initiated themselves. For example, staff attend training to promote children's emotional development and implement successful systems into daily sessions. Staff have also attended specific training to support children with special educational needs and/or disabilities. All previous recommendations have been implemented and met. Staff regularly take on children's views and opinions and actively encourage them and parents to make comments and suggestions towards improvements. They meet regularly, either through meetings or at the beginning and end of the session to evaluate what went well and what changes need to be made to improve the setting and the educational programme further.

The partnership with parents and other professionals is very good. These result in a strong and consistent contribution to meeting children's individual needs. Parents and school staff make very positive comments about the club and how they strive to provide continuity for children in their care. Staff work closely with reception staff from the school, as well as other agencies to promote effective handovers of children and relevant information at the beginning and end of the school day. Parents are openly invited into the setting where staff involve them in their child's school day, as well as their play while at the club. Parents have access to plentiful displayed, written and verbal information about their child's day. Staff endeavour to pass on valuable information from the school when children are collected.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY381433
Local authority	Essex
Inspection number	878836
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	13
Name of provider	Chelmsford Y.M.C.A. (Trading) Limited
Date of previous inspection	24/02/2009
Telephone number	01245354873

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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